

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
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SEPTEMBER, 1953  
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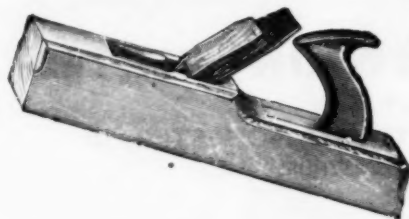
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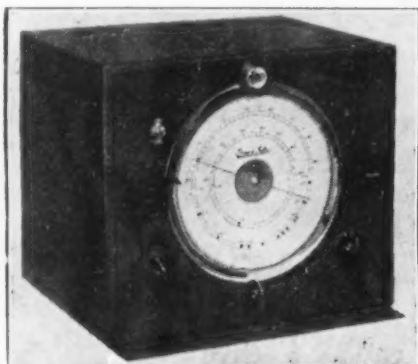
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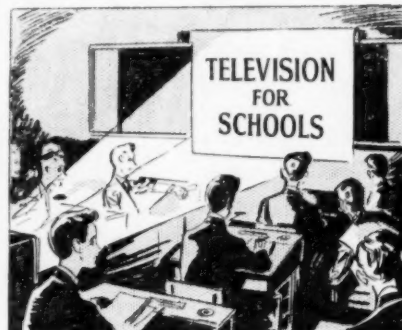
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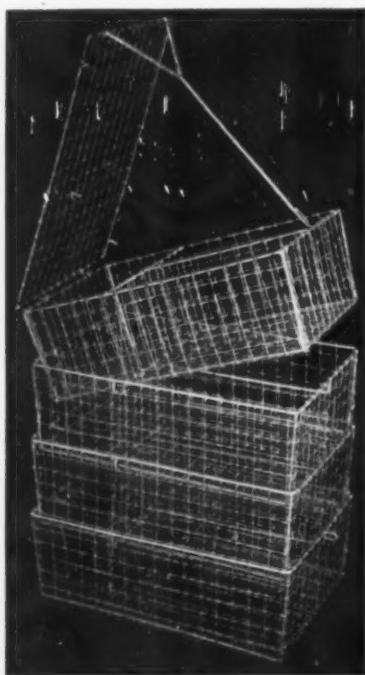
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CHRONICLE**

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SEPTEMBER, 1953

## Over-Age Transfer

By E. FRANK CANDLIN.

It is good to learn from the memorandum prepared for the National Association of Divisional Executives by its secretary, Dr. L. F. W. White, what well-directed efforts secondary modern schools in many parts of the country are making to provide suitable advanced courses for their brighter pupils. It is excellent that, after a three year general course, these pupils should be able to embark on a two-year "advanced" course in engineering, nursing, commerce, salesmanship or the like, especially as this involves the selective principle that only those likely to profit from doing so should stay on until sixteen. But the attempt by some secondary modern schools to provide an academic course leading to the G.C.E. arouses less enthusiasm. What, one is tempted to ask, are the pupils requiring this course doing in the secondary modern school at all? What has happened to that fluidity of transfer from one type of secondary school to another about which the ministerial interpreters of the 1944 Act have said so much?

The fundamental principle in the new approach to secondary education is the duty of the Minister, acting through the local education authorities, to see that, as far as is possible, every child shall receive the type of education best fitted to his needs. This implies a process of diagnosis and allocation which, because it involves human beings dealing with human beings, can never be wholly efficient at a first attempt. Hence the need for an ease of transfer after the initial sorting has been done. The numbers concerned will not be large, but the importance to all of correct placing—to the child, to the schools and to the community as a whole—demands that these small numbers shall not be neglected. The pupils to be transferred will be of two kinds: those misplaced in the eleven plus sorting process through some failure of the selection machinery, and those who, although correctly placed at eleven, have developed later in such a way as to make that placing no longer appropriate.

It is not our purpose at the moment to discuss the efficiency or otherwise of the current methods of allocation (a pleasanter if less realistic word than selection). They serve well enough to separate those children who are obviously different and, for the rest, they provide a list of borderline cases across which the administrator may draw one or more red lines at convenient if arbitrary points. But since the true order of merit (what a hare that word "merit" would start if we had

the leisure to follow it) can be disturbed by coaching (a fact which amused parents have recently watched dismayed experts belatedly discovering), and since a balancing reliance on the "essay" type of test or on school reports introduces a disturbing subjective element, mistakes are inevitable—even if we do not share the further suspicion expressed the other day in a letter to the *Times Educational Supplement* that inexplicable misplacing may occasionally be due to something going wrong with the statisticians' mathematics.\*

Those children who falsify an earlier allocation by later development are probably less numerous than the original misplacements. One well-known educationist has even said that, after many years' experience, he is still looking for a "late developer,"† but few experienced secondary school teachers would go so far as this, nor is it supported by such evidence as that provided by the researches of Dearborn and Rothney, in which it was found that of seven girls with an ability at sixteen on a level usually considered high enough for grammar school entry, only two would have shown that ability at eleven and a further three at thirteen.‡ Among "late developers" must be included, for purposes of transfer, those who fail to fulfil an early promise as well as those who develop powers not earlier evident.

The reallocation of these misfits is of the greatest importance. That they are not numerous is irrelevant; each is an individual with a life to make or mar, and not to attempt a replacement is to make nonsense of the claim that our educational system is now child-centred—the school for the child, not the child for the school. To deprive a child of the opportunity to enter the university or prepare for one of the professions when he is fitted by aptitude and ability to find a congenial place therein is manifestly indefensible. It is this conviction that leads secondary modern schools, wrongly saddled with the responsibility for such misfits, to do what they can for them in the way of special academic courses. It is equally misguided to thrust into the grammar schools, or to allow to remain there, children who are unfitted either to profit from or to enjoy the courses provided, so that, failing there, they are at the

\*For details of selection methods in current use, see the N.U.T. Report, "Transfer from Primary to Secondary Schools" (1949).

†Quoted by Dr. A. F. Watts in "Can We Measure Ability?" (1953), an excellent statement of the strengths and weaknesses of selection methods.

‡"Predicting the Child's Development" (1941).

same time often prevented from succeeding in a more congenial educational atmosphere.

The schools—that is, the other pupils therein—also suffer from the presence of these misfits. The energies of highly qualified specialist staff in grammar schools are dissipated by the heart-breaking because fruitless task of attempting to flog dead horses along academic paths, able but idle boys are denied the salutary stimulus of a low class-placing by a plentiful supply of dullards below them, the pace in class is slowed down and the general standard of the school, determined in the last resort by the average, is lower than it need be. Nor can the community at large in these days of grim struggle for survival afford to misapply its human resources. Profound concern has been expressed of late, for instance, about whether the right people are getting to the universities. Misplacements at eleven plus which have not been corrected undoubtedly provide part of the answer; for those examining bodies which pass a fixed percentage of candidates at the G.C.E. Ordinary and Advanced levels must perforce lower their standard if large numbers of candidates of poor calibre are entered for the examination. In the reverse direction, a boy of moderate general intelligence but little aptitude for academic study might have laid the foundations in a secondary modern school of a most useful and successful later career in industry, whereas in the uncongenial atmosphere of a grammar school he remains a frustrated failure.

Granted, then, the imperative need for fluidity of transfer, how can this be most conveniently carried out? Mistakes in the original placing should have revealed themselves by the end of the first post-primary year—indeed, experienced members of staff will usually have spotted them by the end of the first term. It is often argued that a child transferred to a grammar school at twelve plus will find difficulty in catching up with those who entered at eleven. This is greatly exaggerated. Work in many subjects is largely common to all types of secondary school at this stage, except perhaps in languages. But few schools start more than one foreign language in the first year, so that it should not be a great problem to give the occasional transferred pupil a little extra help with, say, elementary French to bring him up to the second year standard. The problem is not likely to arise where the transfer is in the other direction, and its solution does not, in view of the small numbers concerned, call for a systematically common or "basic" curriculum for all types of secondary school in the first one or two years.

The late developer presents greater difficulty. It may be two, or even three years before that sudden spurt forward or falling off occurs which makes transfer desirable. There is clearly a limit to the age at which a pupil can usefully be moved from one school to another; it is doubtful whether, save in very exceptional circumstances, there is much point in making a transfer after the end of the second post-primary year. The loss entailed in the uprooting process would probably more than offset any possible advantage, while the "catching up" becomes increasingly formidable.

In those areas where two-way transfer is claimed to operate, it is usually found in practice that the great majority of transfers are in one direction only, from the modern to the grammar school. The reluctance to carry out what appears to be a down-grading is, of course, due to the grammar school's tremendous superiority in prestige. Nothing but a steady improvement in the quality of the secondary modern schools can remove this, though much can be done at once, particularly in large urban areas, by each secondary modern school being encouraged to develop one or more strong "lines," on which its reputation can be built up and which will enable it to attract pupils with outstanding aptitude in these directions. In the meantime, one wonders whether the harmful psychological effects of such a transfer are as great as is sometimes alleged. The boy or girl to be transferred has probably spent a most unhappy and disappointing year in the grammar school, wrestling with work which he or she has found both uncongenial and too difficult; if parents and other adults do not complicate and embitter the situation, he or she will usually settle down quite happily after a week or two in the secondary modern school. Most of us are prone to credit children with taking the stages in their schooling as seriously as their parents do; the truth is that, so long as his environment gives the child a fair opportunity to express himself, and does not demand more of him than he can give, he is happy and psychologically well adjusted.

There remains the question: who shall decide that it is in the best interests of a child to be transferred? This is clearly a task for the Head of the school where the child has proved to be a misfit. There should be no need for any "late age" examination conducted by the

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education office: since most transfers are made necessary by the shortcomings of one such examination, a further test of the same kind is not the most promising way of putting matters right. A man or woman holding a responsible status in an honourable profession should be sufficiently trusted to make a decision such as this without outside assistance. The decision will not always be an easy one. The secondary modern school Head is reluctant to part with intelligent pupils who might well bring credit to the school. He is tempted to hang on to them, and is then faced with the necessity of setting up academic courses in an endeavour to meet his responsibilities to them. This, in turn, brings in its train the evils noted in the Divisional Executives' memorandum: the danger that specialist staff will be diverted from their proper duties, that the prestige of the academic course will cast a shadow over the other work in the school, that children not really fitted for such courses will find themselves therein, and so on. Any argument against transfer on the grounds that the secondary modern schools are being asked to give up their best pupils is based on a misapprehension of the word "best" here. The "best" pupils in a school are those who, by reason of possessing the appropriate aptitudes or on account of outstanding gifts of character, can make the most valuable contribution to the tone, the reputation and the traditions of the school. A pupil whose interests and abilities are so out of tune with the work of the school that special provision has to be made for him to the detriment of his fellows cannot be thus described. Surely the secondary modern schools have realized by now that, however they may very properly seek to emulate the tone and traditions of the best grammar schools, nothing but a mortifying frustration can come from following their curriculum.

The particular temptation which besets the grammar school Head in applying the transfer system is to use it for getting rid of his moral, social or psychological undesirables. Stealing, truancy, idleness, bad moral influence are not legitimate grounds in themselves for transfer. They are irrelevant to the only sound criterion, the selection of the best school for the individual child—unless it can be demonstrated unquestionably that the anti-social or troublesome conduct is directly due to a sense of inadequacy born of inability to cope with the work of the school. Other things being equal, such a troublesome child will be less dangerous to his fellows in a grammar school than elsewhere, since the established traditions of the school should be better able to bring a remedial influence to bear upon him.

But whatever may be done to make late transfer smooth and workable, it remains regrettable, the result of an earlier error, whether the error could have been avoided or not. Are there any ways in which the educational system can be so readjusted as to make transfer from one secondary school to another unnecessary? The obvious answer is the multiple school, in one of its many variants. Indeed, the ease with which pupils can be switched from one course to another within the same school is one of the arguments most often put forward by the advocates of this type of organization. The case for and against the comprehensive school is familiar enough and need not be recapitulated here; it is sufficient to note that on whichever side wisdom lies—and only experience can prove this—the slight advantage springing from the easy transfer of a

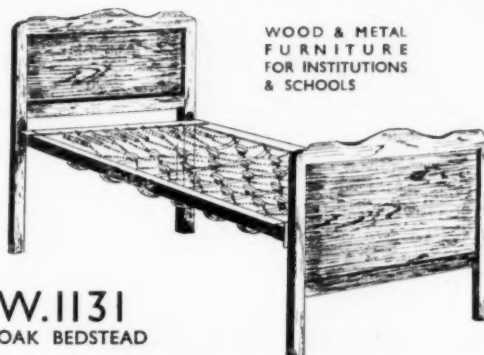
tiny minority of misfits cannot weigh very heavily in the balance on either side, so long as other ways of correcting misplacements exist.

Some authorities, those in parts of Wales for example, have met one half of the problem by so increasing the number of grammar school places that no one with the remotest claim to an academic type of schooling is likely to be excluded. But this merely serves to lower standards in the schools, to starve local industry of recruits, and to flood the labour market with unwanted "black-coated" workers. A more promising solution is that being adopted by some grammar schools in rural areas which, while remaining selective, have established a technical stream side by side with the predominant academic courses. Since the pupil to be transferred is usually one who was a borderline case at the eleven plus allocation, a slightly larger intake into the grammar school with a technical stream will "net" most of these into the same school, and later transfer from one stream to another becomes easy.

In this connection it seems regrettable that the idea of the technical high school (the name was better than the more common secondary technical school) has not developed as it might. In many parts of the country, even in urban areas, there is no alternative to the grammar and secondary modern schools. The technical high school, designed for boys and girls of good general intelligence who yet show more aptitude for practical and applied studies than for academics and pure theory, absorbs many of the pupils who might well have been misfits in one or other of the remaining types of

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secondary school. One would like to see far more of these schools making their distinctive contribution to our educational system.

It cannot be said that this matter of over-age transfer is one of our major educational problems. It is not comparable in seriousness, for instance, to the overcrowding of classes in many junior schools or to the disturbing proportion of first year and subsequent failures among students wasting their time in the universities at the public expense. But it is a problem that must not be allowed to escape the attention of administrators or secondary school Heads. It is fundamental to our concept of a child-centred system of education, and to it more than mere lip-service must be given. Every secondary school of whatever type has enough work to do in minding its own legitimate business without having to divert energies, disturb proportions and distract attention by endeavouring to "do its best by" pupils for whom a more suitable schooling exists. The approach to the problem which promises most chance of success is a close co-operation among all secondary school Heads in an area in making fluidity of two (or even three) way transfer a reality, with the Chief Education Officer oiling the wheels.

### Advanced Short Courses in Industrial Technology

The Ministry of Education has drawn the attention of Local Education Authorities, Regional Advisory Councils for Technical Education and Regional Academic Boards to the urgent need to expand the provision of the advanced short courses which enable scientists and technologists in industry to keep abreast of developments and new techniques.

Last year more than 500 of these courses were provided covering such subjects as Recent Developments in Electronic Techniques, Principles of Mass and Flow Provision for Productive Engineering and Recent Developments in Dyestuffs; but the Ministry thinks that the demand for these courses would increase considerably if their existence were more widely known in industry.

It has therefore asked Local Education Authorities, Regional Advisory Councils for Technical Education and Regional Academic Boards to make a special survey of the need for advanced short courses so that Local Education Authorities and Universities may make additional provision. The Ministry has also arranged to keep a list of all courses and to send particulars of them to the Federation of British Industries and the National Union of Manufacturers, who will inform their constituent bodies.

Employing organizations and individuals are also invited to make suggestions for courses, either to the appropriate Regional Advisory Council or direct to the Ministry.

### Drama in Education

The London group of the Educational Drama Association has arranged a one-day course (part of a series of three) on October 10th, at the College of Preceptors, London, on "The Beginnings of Drama." The lecturers will be Miss P. Lutley (Head Mistress of Station Road Infants' School, Birmingham) and Mr. Brian Way (Director of the Drama Advisory Service, and Chairman of the London Group E.D.A.).

Particulars from the Honorary Secretary, Miss Margaret Faulkes, 65, Eton Avenue, London, N.W.3.

## National Association of Divisional Executives

The seventh annual conference of the Association will be held on the 23rd to 25th of this month at Weston-super-Mare, when Alderman T. W. R. Procter of that town will be installed as president for the ensuing year.

The annual report to be presented to the Conference shows that once again the statutory position of divisional executives has occupied a prominent place in the deliberations of the Executive Committee.

Following a statement of action taken during the year the report says that whilst it is clear that the principle of delegation in the education service will remain until and probably after any major reconstruction of local government functions and areas, the Executive still have to watch the position extremely carefully. They have endeavoured during the last few years to work out in terms of administrative organization a pattern of delegation which whilst retaining ultimate financial and policy making power with the local education authority secures that effective control and supervision of all local aspects of the service shall be with the divisional executives.

The Executive also reiterate their opinion that the position and status of the Divisional Education Officer is one of the greatest importance. Unless the local education authority is prepared to agree that the position of the D.E.O. is one where the officer acts both as the representative of the authority and, in relation to the Divisional Executive, as a chief officer in his own area, the full benefit of divisional administration cannot be realized.

The statement of accounts to be presented by Dr. J. Ewart Smart, O.B.E., the treasurer, show that in spite of a reduction in income of nearly £200, and an increase in expenditure, principally due to the higher cost of printing and stationery and conference expenses the Association finished the year with a surplus of nearly £400, to be carried to the general fund. The balance sheet shows a healthy position with a general fund of over £2,800 to the Association's credit.

The conference will open with an official welcome by the Mayor of Weston-super-Mare (Alderman D. H. Miller-Barstow, J.P.) to which the retiring president, Alderman J. H. Knaggs, J.P., of Middlesex, will reply.

The first guest speaker will be Professor W. J. M. Mackenzie, M.A., LL.B., Professor of Government and Administration, Manchester University, who will take as his theme the relations between local and central government, particularly as they affect a major social service such as education, and will examine how far education and similar social services, faced with inevitable increases in costs, can remain effectively under the control of local authorities.

The remainder of the first day will be given over to the various reports and routine business followed by a civic reception in the evening.

The speakers on the second day will be Dr. C. F. Strong, O.B.E., M.A., who will address the conference on "The Teaching of History" and Mr. James Hemming, M.A., who will speak on "The Problems created by Backwardness in Reading." Mr. Hemming, who has devoted a great deal of attention to the question, will discuss the following aspects: What is the nature and extent of backwardness in reading? What are its social implications? What remedies are available?

"Religious Education in Schools" is the subject for the address on the third day when the Rev. Canon R. W. Stopford, C.B.E., D.C.L., M.A., who is Secretary of the Council of the Church Training Colleges, proposes to discuss the place of Religious Education in the life of the schools



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and to indicate the contribution which it can make toward the Education Service.

Appropriate resolutions will be submitted at the close of each address.

No less than twenty resolutions appear on the order paper from divisional executives in various parts of the country, and cover among other subjects, the school meals service, grants to intending teachers, special allowances, school building, county colleges, purchase tax on educational supplies, school holidays, enforcement of school attendance, curricula of state primary and independent schools, the place of handwork in the curriculum and sponsored television.

An exhibition of school equipment will be held during the conference in an adjacent building.

### Middlesex County Library

The annual report of the Middlesex County Library Service for 1952-53 shows considerable advance over that of the previous year.

An increased books and binding fund of £48,000 has made possible improvements in many ways and also a greater increase in book stocks, which has facilitated the withdrawal of a large number of volumes unfit for further circulation. Book issues during the year at all service points were 5,770,814, an increase of 877,433 over 1951-52, which gave an average daily issue of 17,239 against 14,793.

In a special section headed "Work with Children," the report records that the number of books borrowed by children from their departments or corners in the branch libraries rose by 63,516, from 567,338 to 630,854. A contributory cause of which was the greater number of modern children's books made available by the larger book-fund.

Where building and staffing conditions permitted, many branches made special efforts to attract and interest children in books and their use. All the large branches received organized parties of children from the schools and acquainted them with the resources of the library. A few branches held regular story-hours at which children's attention is drawn to outstanding books by reading and discussing selected passages, and at one branch a member of the staff demonstrated her hobby and delighted the children with a puppet show.

Towards the end of the year the County Libraries Committee reviewed against the modern background of film, comic-strip and television the need to encourage the appreciation of books by children and a result was that the separate School Library Department was replaced by a larger Children's Department to deal with all aspects of book provision in school and branch library. It is hoped that in due course specialist children's librarians will be introduced at the larger branches.

The School Library Service, says the report, deserves special mention. The issues of school library books have apparently jumped in one year from 725,000 to 1,039,160 but a word of explanation on this increase is necessary. The smaller figure was based on a survey of the school libraries in 1949 when only 190 schools were supplied: now 299 schools with 84,218 children in all are supplied.

When the Children's Department has expanded into its share of the new Headquarters premises, it is hoped to give teachers greater aid in the provision of books for project work and play-reading.

**Mr. W. P. Powell**, principal of Hinckley College of Further Education is to retire at the end of this year after twenty-two years as principal, and will be succeeded by **Mr. E. Davison**, head of the Department of Commerce and General Education at Rugby College of Technology.

### National Road Safety Week

National Road Safety Week this year will be held between October 17th and October 26th.

The main emphasis will be on the need for higher standards of proficiency and courtesy on the roads and the theme for the Week will be "Better Roadmanship." The word "Roadmanship" is intended to express a quality compounded of three elements: knowledge of the Highway Code; the cultivation of good road manners; and the development of intelligent anticipation of potential dangers on the road. The theme "Better Roadmanship" should enable each of these components to be developed and should give scope for interesting and instructive propaganda which can be directed to the motorist, the cyclist and the pedestrian alike.

A Ministry of Education Memorandum urges local education authorities, teachers and schools to co-operate in these efforts to secure higher standards of proficiency and courtesy on the roads.

A disquieting feature of road accident returns is the number of casualties among child cyclists—especially boys of secondary school age. In the first five months of this year the number was higher than in the previous year. The Memorandum suggests that local education authorities and schools may therefore wish to pay special attention to this problem during the week. In road safety lessons for older children special attention might be given to the principles of safe cycling.

An important factor is the condition of the children's cycles. It is primarily the responsibility of parents to see that their children's cycles are in good condition, but valuable results have been achieved in some areas by the police examining children's cycles at school, pointing out defects and conducting proficiency tests. It is suggested that local education authorities should discuss with the police the possibility of extending this practice.

The Royal Society for the Prevention of Accidents will be glad to provide full information on request about their Safe Cycling scheme.

### Home Economics

In a message to the Eighth International Congress on Home Economics in Edinburgh, the Minister of Education, Miss Florence Horsbrugh, said the making of happy and efficient homes is a most important feature of the life of every nation, and if women are to provide such homes they need to be properly trained. Conferences like these were valuable, because they enabled women from many countries to exchange ideas and experiences, and also because they made for those better international relations without which we could not hope for peace at home or abroad.

Having mentioned that her jurisdiction as Minister did not extend to Scotland, Miss Horsbrugh said that in the United Kingdom we had a long tradition of teaching Domestic Arts and Sciences at all educational levels. This teaching was given both in regular classes and informally to individuals and groups. Much of the work was done by means of public demonstrations and through the home advisory and rural domestic economy services. There was also a great variety of press publications dealing with the subject of good home-making and the radio and television services were extending the appeal of that subject very considerably. As more and more girls were being encouraged to take this particular form of training, our teacher training colleges were doing their best to develop the trained staff needed to provide the growing service. She extended to visitors whenever they were able to be in this country, a cordial invitation to come and see the work and its development.

Delegates were present at the Congress from forty-seven countries.

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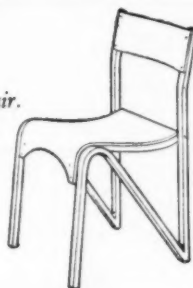
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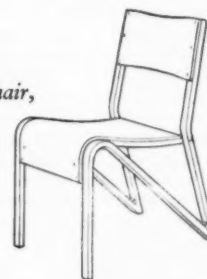
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# Comprehensive Schools and the Administrator

BY JUNIUS.

Just as the present partition of Ireland primarily concerns Irishmen so does the idea of grouping large numbers of post primary children for instructional purposes resolve itself into a tri-functional concern affecting the children, the teachers and the administrators, in that order. It is a far cry from the period when the Grammar School was almost the sole preserve of those whose parents could afford to pay the fees and exist without reliance upon the few shillings likely to be earned by their children. And the fees? Just a fraction of the total cost, dependent upon the foresight of pious founders and other well wishers and old friends, plus the grants of an interested government.

## Scholarships.

There were, of course, foundation scholarships, again of varying numbers, likely to attract the lad of parts, whose earnings could be spared. Some of these scholarships had conditions—strings, a knowledge of this and that, which knowledge could not be easily gleaned at a public elementary school, unless the Head possessed that knowledge himself and was public spirited enough to unload it without payment. There were the private tutors and the private schools; there were masters and mistresses at the grammar school and the technical institutions ready to earn an honest penny. In short there were channels from which the extra knowledge could be gleaned—at a price. The price was often paid and the winners of the scholarships often could have afforded to forego the help, purposely dedicated to the rich in mental gifts but to the poor in pocket. There were exceptions; in every grade of society there are those prepared to make sacrifices and if some of these cases were investigated it would indubitably be found that the limits to which some parents and guardians have forced themselves have been positively staggering. It would also be interesting to trace the results of some of these exhaustive self-sacrifices and to compare the products of those austere days with those of to-day, helped by a beneficent state and generous local authorities.

## The Fee System.

It was obvious that the payment of fees linked to a government grant system would inevitably tend towards the abolition of fees. The fee payers, at most, paid only part of the cost and so long as they demonstrated their ability to profit by the instruction, not even the forces of democracy could raise a howl. These fee payers might and possibly did bring tone to the school—the environments of good, well established homes, good habits, good clothes, good manners. They were the offspring of those weighty individuals who counted most in the affairs of the district surrounding the grammar school. They had a part to play, the welding of a social complex which, unfortunately however could by no stretch of the imagination be equated in terms of school certificates and matriculation. The first step was to impose a test, an attempt to assess potentialities, and woe betide those who did not make the grade. Not for them the Grammar School. And the successful? A special place dependent upon a means test was the halfway home to the goal of abolition. But many of the parents who were expected to pay fees began to look around. They were not satisfied with the reconstructed grammar school. In their eyes it was an inferior article. It now possessed no tone, dignity or in short, no snob value. If payment had to be made then why not explore fresh fields and obtain real value for money. The schools which once attracted the sons and daughters of the élite were now subjected to invasion by the

children of the labouring classes. One particular case has been quoted of a grammar school in a progressive suburb which contains few children whose parents are in the class or grade earning more than £450 a year. This is segregation with a vengeance and is a very long way from the hope of a blending of the classes. Educate all children together, we are told, and we shall soon arrive at the state of a real democracy. This is easier said than done. This implies no religious difficulties, no voluntary schools, no independent schools. Some would consider it to be a clamping down upon the liberty of the subject and the rights of parents. The policy, up to the present, has always favoured the system of contracting out, provided there is no extra expense to the government and providing the instruction given and the conditions under which it is given are up to standard. In submitting their evidence before the Fleming Committee the representatives of the Association of Education Committees accepted this point of view in reference to the Public Schools.

## The Aspirants.

But let us return to the position of the scholars whose ability has enabled them to proceed to Universities, by means of state and rate aid. In the majority of cases these young people will enter the professions and will automatically rise to a higher social and economic plane. Will they be prepared to forego any advantages and privileges normally associated with the members of these professions? If not, what is to be their position in society relative to their parents? Are we to witness a revolt of the new middle class, a working to rule, a going slow, or is the new middle class to absorb themselves in the older middle class and assume their privileges and make similar sacrifices, for example to send their children to the public schools. These are the vital questions of the near future, a future which in a very few years will be the present.

## The Comprehensive School.

One of the panaceas advocated is that of the Comprehensive school. Its fervent admirers envisage the advent of a classless system where examinations shall be things of the past and where everyone, in theory, will be marked up to standard, because there are still some people, in all walks of society who believe that once the "right" type of school is discovered even the brainless will "catch up" and "pass out." Perhaps this is the reason why so much money is spent on coaches and crammers. The Comprehensive school will in many ways ease the burden of the Administrator. It will lessen his number of units and concentrate his pupils in a few large blocks of buildings. Closer and closer his administration will approach that associated with a factory. The external examination at eleven plus will be no longer required. The headache of sorting and selecting will be passed to the school and the parents will have to take their grievances direct to the Head teacher. Children entering the area will be automatically sent to the school with their records to be allocated to the "common core" classes or if the older variety to the selective forms. The Head and his staff will have the task of assessing the values and standards of these extramural records and there may have to be a fore-shortening of vacations in order to deal with the overlaps caused by parents migrating during the holiday periods. The work of ensuring school attendance may have to be transferred to the school and the welfare officer or officers placed under the direct supervision of the Head Teacher.



The latter will then, perhaps, discover that he knows his delinquents better than his bright children. He may also have to spend some of his valuable time in visiting the courts and testifying as to the character of some of his charges, a task now delegated to the administrative staff. In time the school will need a staff of officers, as apart from teachers, of its own. It will function on lines similar to those of the large Technical Colleges. It will have its own board of governors who will exercise the powers and duties allocated to them in their articles of government.

#### Teaching Staff.

As to the teachers, using the analogy of the Technical College, there will be one Principal and numbers of Heads of Departments. A school of 2,000 children will abolish four or more Headships, independent posts, eagerly sought after. The Heads of Departments may be fortunate if they secure salary scales equivalent to those of the former displaced Heads. There will of necessity have to be some relation between the salaries of the Heads of highly specialized technical departments and those of departments ranging from those dealing with children in retarded and dull and backward categories to children in sixth forms attempting work of Intermediate degree standard. Any great disparity in salaries will inevitably result in a migration of the highly qualified staff from the lower rated to the higher grade of posts. There will be other minor matters. The teachers will most likely begin to recognize each other, in time, and the staff room will at least have to assume the functions of a small hall if a staff of over 100 has to be accommodated. Speaking to a teacher in Canada who was a member of the staff of a school of 4,000 children, housed in a four storey building, a visitor was informed that the teacher knew some of the staff on his floor but had little knowledge of the members of the staff on the lower storeys. When the bell rang for the changing of classes or for home-going, the throng in the corridors reminded one of the crowd leaving a first division football match. Most of these and other anomalies might be overcome by wise and thoughtful administration.

In this country the old three decker building was the answer to a cheap system of education, sixty classes and all that. The comprehensive school can be cheap and nasty or reasonably expensive and wholesome, but to be successful it must stand or fall by educational standards and refuse to be the apparatus for the testing of sociological theories. The Minister is wise in refusing to throw the educational system into turmoil by a complete adoption of the comprehensive system. Any educational experiment involves the lives and careers of children and in these brave times it is better to witness the experiments and results of a few well chosen schools of varying sizes and dimension before embarking upon a wholesale change.

#### Milk Powder Withdrawn

On August 6th, a School Meals Service Memorandum asked Local Education Authorities to ensure that dried milk powder in containers marked T.V.D. and bearing certain specified code numbers was not used.

The Ministry of Food have now advised, as the result of analysis of other samples of T.V.D. powder, that *all* milk powder marked T.V.D. should be withdrawn from the School Meals Service as a precautionary measure and the Ministry of Food or the Wholesale Supplier informed accordingly. The Ministry of Food will arrange for replacement.

The number of scouts in the world has reached the record total of 5,561,993, an increase of 401,846 in the past two years. The next world jamboree will be held in Canada in 1955 and the golden jubilee jamboree will be in Britain in 1957.

## State Scholarships for Older Students

### Forty Obtain Honours Degrees

The Ministry of Education announces that arrangements for the award of State Scholarships for Mature Students (that is, students over 25 years of age) will be continued in 1954 and that up to thirty scholarships will be awarded.

These scholarships have been available since 1947. The number of students admitted to University under the scheme up to and including the last academic year is 144, including thirty-six women. Eight awards have been made to applicants over forty years of age and more than fifty to persons between 30-40 years.

Some sixty mature State Scholars had finished their courses by July, 1952, the last date to which full examination results are available, and of these forty obtained Honours Degrees, including six with First Class Honours.

Awards have been made to men and women of a wide variety of callings. An iron foundry worker obtained a degree in English; a railway locomotive fireman was recently awarded a good degree in History. Other awards have been made to a farm worker, an electrical fitter, a motor van driver, a tool inspector, a printer, a draughtsman, a butcher's manager, a number of clerks, a state registered nurse, and a canteen cook.

State Scholarships for mature students are intended to make a University education available to men and women who were unable to take a University course at the normal age but who have shown through their continued study that they are likely to profit by such a course as a full-time student. The scholarships are for those who wish to follow courses of liberal studies and the subjects chosen are as varied as are the students' backgrounds. Most awards have been made in English, History, Economics, and Politics group of subjects, but awards have been made in many others such as Philosophy, Psychology, Modern Languages, Music, Mathematics, and a number of Pure Sciences. A scholar who studied Urdu was among the six who have obtained First Class Honours Degrees.

The Ministry of Education is now inviting applications for awards from suitably qualified candidates. Scholars receive grants in respect of their tuition and maintenance (with allowances for dependants) assessed according to their financial needs. A leaflet giving full particulars, and application forms, are available from the Ministry of Education, Curzon Street, London, W.1. Completed application forms should be returned by November 16th.

#### Northern Schools' Savings Record

Schools in North Northumberland now have a new trophy to stimulate their keenness for National Savings. Mr. C. J. Webster, a master at the King Edward VI Grammar School, Morpeth, and honorary Secretary of the school's very successful Group, has presented a silver cup for competition twice annually among the 125 schools in the area.

Every school has a Savings Group and twelve of them record 100 per cent. membership, while the average membership in all the schools in the last half-year was 61 per cent.

Recent elections to fill vacancies on the Council of the College of Preceptors include Miss Edith Alexander, Principal of the Dartford College of Physical Education; Mr. W. H. Perkins, for so many years until his retirement an eminent Director of Education; Mr. W. H. S. Curryer, Secretary of the Independent Schools' Association, and two Heads of Schools, Miss F. D. Carte and Mr. W. C. Goble.

The  
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and  
**EDUCATION REVIEW**

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## Month by Month

### University Education.

THE Report on Technical Education by the Select Committee on Estimates has received a remarkable amount of press publicity. Almost all the space devoted to it in the daily press was concerned with the defects and deficiencies of technical college buildings. The story which the Committee tells is not news to members of local education authorities and their officers, still less is it unknown to the principals and staffs of the colleges and other institutions concerned. Many buildings fall short of the requirements necessary for good educational instruction. Others are seriously overcrowded. Improvisation has been used to the limit. These statements are all supported by evidence from well known centres of Technical Education. One brief section of the report, however, received very little publicity and yet is of great importance to those who have to frame educational policy. The Committee finds it necessary to go outside its terms of reference in order to comment on financial awards to students. It is the Committee's opinion that the desire of many students for university degrees diverts them to universities from courses at Colleges of Technology. The latter courses are generally not only less costly but more suitable to the real requirements of the students concerned. There seem to be social rather than educational and industrial reasons which divert so many young technologists to the universities. The common view is that as an alternative technical colleges must be able to affix to its students "some kind of national label and national status." Some believe that this can be done satisfactorily under the present system of national certificates and diplomas, with the various degrees of membership offered also by the various professional institutes. Others have advocated some kind of non-university "degree." The latter alternative has little to commend it and is unlikely ever to win the general support of English educationalists.

\* \* \* \*

### Medical Education.

It is significant too that the World Conference on Medical Education should concern itself with the type of university education appropriate to that profession. It is another facet of the problem of university education for engineers. The *Times Educational Supplement* has admirably summarized the issues. In trying to keep pace with the enormous expansion of factual knowledge, the student fails to get an adequate grounding in the humanities. On the other hand, each science has now developed so many specialities, that it is difficult to determine the fundamental knowledge on which specialization in any one field should be based. A common opinion is, however, now emerging among leaders in most applied sciences. Engineers, physicians and surgeons are all beginning now to regard the university course as one of general education, closely related to the appropriate applied sciences. After the first degree comes experience in hospital or workshop, which should determine the young graduates future interest. This he should then be able to pursue in post-graduate university study of a fully specialized kind.

"If undergraduate courses can be kept general, purged of unnecessary accretions, and specialization reserved for post-graduate study, the result will probably be more efficiently trained doctors, more efficiently trained engineers."

\* \* \* \*

#### University of Sussex.

In the light of the above expressions of well-informed opinion it is not easy to understand the proposal for a University College in Sussex which is included among the proposals of the Brighton Education Authority's Scheme for Further Education. Such a proposal is indeed outside the scope of such a statutory scheme and it is therefore not surprising to learn that the Minister of Education will only approve the scheme if that particular proposal is omitted. The Local Education Authority is endeavouring to overcome the difficulty by removing the proposal from the scheme itself and making reference to it instead in a preface or preamble. The preface mentions that for many years the five local education authorities in Sussex have agreed in principle to the establishment of a University of Sussex. It recognizes that such a proposal is outside even the Minister's jurisdiction, but places on record their hope that such a university may be founded. The Brighton Authority would expect such a university to take over the work at present undertaken by Brighton Technical College leading to London University External Degrees and also the work to be undertaken in due course by the proposed Regional College of Further Education. It is, however, difficult to see what such a "university" would do which could not be done as well and as appropriately at the proposed Regional College of Further Education. Is it really desirable to multiply universities? Should institutions be established as universities or even as university colleges which will not have the character of the purposes of universities as suggested above? Many local education authorities are beginning to question the wisdom of the present policy of providing university education for so many young people who are not of the quality formerly regarded as university material. It may be that the true function of a university and the true character of its life and education will never be properly considered until London University discontinues the awarding of external degrees.

\* \* \* \*

#### School Health Service.

MORE remarkable and indeed disturbing is some other news from Brighton. The School Medical Officer, without the knowledge and approval of his committee, suggested in his Annual Report that the School Health Service should be transferred from the Education Committee to the Health Committee. One must presume that the officer was deplorably ignorant of statute law as it affects the School Health Service and the Education Committee which is immediately concerned with its administration. The School Medical Officer is a member of the staff of the Local Education Authority, appointed under the Educational Act and Regulations made thereunder. As such he is responsible solely to the Education Committee established under that Act. It is reported that the Schools Services Sub-Committee of the Education Committee expressed

its dissatisfaction with the School Medical Officer's action and notified the Committee accordingly. The sub-committee further decided that there should be sent to the Ministry of Education, with the report, a note saying that they were not in a position to comment on it because they had not been able to consider Dr. Parker's proposals. In moving the minutes of the sub-committee Alderman J. A. Trevelyan Leek said that his sub-committee were surprised that the proposals should first appear in an annual report "rather than be submitted to the Health Committee, which is directly responsible for the administration of the Health Service." One would like to think that Alderman Leek was mis-reported. The School Medical Officer can report as such only to the Education Committee and any proposal relating to the School Health Service should be made to and considered firstly by the Education Committee and not the Health Committee. The latter committee has no responsibility whatever for that service. It is also disturbing to read Alderman Leek's statement that the proposals of the School Medical Officer are "worth careful consideration" and that they may possibly "meet with approval" by the County Borough Council. It should be clearly understood that the proposal is quite illegal and that the Brighton Health Committee cannot take over any of the functions of the Education Committee, unless it can firstly secure an amendment of the Education Act, 1944 and of the School Health Service and Handicapped Pupils Regulations, 1953. Section 48 of the Act makes it the duty of every local education authority—not, it should be noted, every public health authority—to

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provide medical and dental inspection for all pupils in the maintained schools in its area, and also "to make such arrangements for securing the provision of free medical and dental treatment" for its pupils as are necessary for ensuring that "comprehensive facilities for free medical and dental treatment are available" either under the Act or otherwise. With a view to the performance of these functions, the School Health Service Regulations require every local education authority to "establish a School Health Service" for its area and to appoint such medical, dental and other officers as may be necessary. These officers, it should be noted, shall be appointed by the Local Education Authority, i.e., by the Council on the recommendation of its Education Committee. The Principal School Medical Officer shall be responsible to the Local Education Authority and for that reason, as at Brighton, he reports to the Education Committee or one of its sub-committees and not to the Health Committee. It should be remembered that, according to the Education Act, 1944, before exercising any of its functions with respect to education, "every local education authority shall consider a report from an Education Committee of the authority." Such a reference to and report from the Education Committee can be dispensed with only in case of urgency. The Council can delegate all its powers relating to the School Health Service (except for borrowing or raising funds) to the Education Committee and to that committee only. It is clear therefore that what has been proposed by the Brighton Education Authority's Principal School Medical Officer is not in accordance with statute law. It is a proposal which cannot be implemented. It is, however, important that it should be noticed, if it is indicative of any general tendency or desire to separate the School Health Service from other school services. A stronger case could be made out for the strengthening of the School Health Service, for its closer association with the schools and for its integration into the wider service of education rather than for its transfer from the Education Committee and department and its absorption by a non-educational department of a Council.

\* \* \* \*

#### University Suicide Rate.

MR. T. R. HENN, Senior Tutor of St. Catherine's College, Cambridge, spoke of the suicide rate among undergraduates at the recent World Conference on Medical Education. There would be fewer student suicides, he said, if only intellectually suitable people were admitted to universities. Much frustration, unhappiness and waste were caused by forcing students into university courses who had not the intelligence, training, personality or mental fibre to meet the standards. Mr. Henn had, however, much to say also about adolescent suicides—something which is rarely discussed or even mentioned. He urged a saner attitude by both teachers and students towards examinations. He did, however, deprecate any psychiatric investigation into the possible predisposition to breakdown. It is just such an investigation, however, which can throw light upon this very perplexing problem. A predisposition towards breakdown involving perhaps a predisposition towards suicide should not be allowed to mature and manifest itself fatally in the early years of adult life if any such investigation can help to check it.

There have been in recent years many suicides among young people, even including children, which indicate a distressing prevalence of emotional maladjustment and an almost undreamt of amount of youthful misery. The Child Guidance Service can do much here to help. It can never produce proved cures in the way some committees desire, nor financial dividends, but if it can save some unhappy boy or girl from self-destruction it needs no further justification.

## Fundamental Education Experts Urgently Needed

### Unesco Organizes Training Programme

Unesco is faced with an acute shortage of specialists in Fundamental Education qualified for service in countries whose educational systems are facing problems of mass illiteracy and rural reconstruction. Information about the work of Unesco and other Specialized Agencies of the United Nations in this field was given in the film "World Without End," which had its premiere at the Edinburgh Festival recently, and was afterwards shown on television.

In an effort to overcome this shortage of Fundamental Education experts, a special fellowship and training programme is being organized this year by Unesco to give individuals possessing certain technical qualifications the extra practical or theoretical training which may qualify them for careers in the Fundamental Education field.

The first programme, the Group Training Scheme, offers a period of nine months training in village education work in Mysore, India, to a group of eight younger men and women specialists. The second programme offers six advanced training fellowships of six months duration to more advanced specialists for special technical or field studies. It is hoped that some recruits will come from the United Kingdom.

The fields of specialization and training under both schemes include:

- Rural development and community survey and planning;
- Applied linguistics;
- Literacy teaching, particularly for adults;
- The production of education materials and reading matter for adults;
- The production of educational films, filmstrips and other visual aids;
- Educational radio;
- The organization of library and museum services;
- The organization of social and recreational activities, including activities in the arts.

Candidates for the Group Training Scheme should be from twenty-one to twenty-nine years of age; they should hold a degree or equivalent qualification and should have done some practical work in fields relevant to Fundamental Education.

Candidates for the advanced fellowships should be over twenty-nine years of age and should have had a fairly intensive professional experience in fields relevant to Fundamental Education and, if possible, some practical experience of work in economically under-developed areas.

Successful candidates under both schemes will receive maintenance allowances during the period of the fellowship, together with travelling expenses to the countries of study.

Further details and application forms may be obtained from the Secretary, National Commission for Unesco, Ministry of Education, Curzon Street, London, W.1.

**The Annual Report** of the Scottish Association of Girls' Clubs for 1952-53 states that membership is more than 13,000 in 211 clubs.



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## Cost of School Books

### Statement by Publishers' Association

In 1951, when costs of book production were soaring, the Educational Publishers considered it essential to advise education authorities that it would be necessary to make provision for some increase in the cost of school books if supplies to the schools were to be maintained at their existing level. Subsequent events showed this action to have been of value.

Enquiries have been received from education authorities during the last few months as to the probable trend of prices during the coming year, and the Educational Publishers believe it may be of assistance to all authorities, while preparing estimates of expenditure on school books for the next financial year, to have a factual statement of the present position and an estimate of price trends as far as they can be foreseen.

The fluctuations in the cost of materials and services used in book production—affected as they are by such various factors as world markets, cost of living, and general overheads—makes it particularly difficult for those not closely in touch with the changing position to form an estimate of their probable effect on the price of books some months ahead.

The price of paper, which reached an unprecedented level in 1951, has dropped about a third, but the considerable prominence given to this change in the press has tended to obscure the fact that the price remains about 50 per cent. higher than in 1949 (and over four times what it was in 1939).

Printing and block making costs have risen slightly, and as printing wage rates are adjusted in accordance with the Cost of Living Index further increases may occur. The same factors operate in binding as in the case of printing, and further increases may therefore occur. In effect, the fall in the price of paper has largely been offset by the rise in printing and binding costs.

The fact that stationery has fallen considerably in price as a result both of the decrease in the price of paper and a reduction in purchase tax has in some places given the impression that books are likely to be similarly affected, but it must be remembered that paper represents only one element in the cost of a book, while the other costs involved have risen during the last twelve months. Also the price of stationery reflects very rapidly any change in the cost of paper. In the case of school books, however, large editions must be printed to obtain economic prices and large stocks have to be maintained by publishers in order to ensure that sufficient supplies are available, both for the schools here and overseas. Books which are frequently reprinted may reflect changes fairly rapidly (and this applies more to primary school books), whereas books which are reprinted say at three- to five-yearly intervals cannot do so. Thus a book reprinted in 1951-2 can probably be reprinted this year at the same price, but a book not reprinted since 1947-50 must almost inevitably be more expensive. These changes are, however, sometimes masked by the fact that publishers adjust prices over a range of books, so that the effect for the year may be comparatively slight overall. The high price of stationery plus tax last year, unfortunately caused part of the book allowance in some areas to be diverted, and it must be hoped that this will be restored.

To summarize the present position, as far as it is possible to foresee the trend—and in present conditions this cannot be forecast with any certainty—it would seem that, allowing for variations caused by the diversity of publishing, the price of school books will, on the whole, remain fairly stable in 1954, though with some unavoidable increases here and there. It will therefore be necessary for book allowances to be maintained at the same rate next year, or slightly increased, in order to maintain supplies to the schools even at the present level.

## National Service Acts

### Call Up of Students

The next few weeks are important for young men who have planned to enter University in October, 1955, after completing their two years' whole-time National Service. To secure release from the Forces in time to enter University at the beginning of the academic year in 1955, they should be called up by mid-September or, at latest, in the first week of October, 1953.

Those who have not yet been medically examined should enquire immediately at the Local Office of the Ministry of Labour and National Service at the address shown on their Certificate of Registration (N.S.2). Those who have had their medical examination but have not yet received their enlistment notice should also enquire urgently as to their position.

Young men who have completed their University Course before entering the Forces, and now wish to be called up without delay should, unless they have already done so, notify the Ministry of Labour and National Service, (M.R.2), 23, Cumberland Terrace, Regent's Park, London, N.W.1.

## A Successful Course

An extremely successful vacation course was held in the College of Preceptors at the end of July and the beginning of August. Ninety teachers of children aged five to nine gathered from all parts of Britain to hear lectures on and discuss the basic subjects under the guidance of Miss B. M. Culham, and a group of very able lecturers which included Miss A. O. Spencer, Miss V. Gardiner, Miss Y. Blackall and Miss M. Sayers. There were also practical groups taking handwork, art and music. The course also managed to include a variety of visits—to a printing works where they saw *The Teachers World* coming off the machine at the rate of several thousand an hour; to a number of film studios where Charles Laughton, Valerie Hobson, Margaret Rutherford, Donald Sinden, Googie Withers and Jeremy Spenser were making films; to the Buckingham Palace Mews where the newly gilded coronation coach brightened the dull weather; to the House of Commons where Mr. Wilson recalled many famous events; to the General Post Office where letters and parcels were followed from start to finish in the sorting process, including a visit to the special underground railway; to the *Star* newspaper offices; and a walk through the City past many scenes of historical events.

**Professor Thomas Malcolm Knox**, Professor of Moral Philosophy in the University of St. Andrews, has been appointed Principal in succession to the late Sir James Irvine.

**Budapest City Council** has decided to build a sports stadium with accommodation for 10,000 spectators for secondary school games. It will include a gymnasium, an indoor sports building, a football field and running track, a hand ball court, eight tennis courts, eight volley-ball courts and six basket ball pitches.

**Plans are being made** to introduce in Scotland a new spare time training course for junior shop assistants, says a Scottish Education Department announcement. In a circular to education authorities they say that a special certificate will be awarded by the City and Guilds of London Institute for successful completion of a two year course of day or evening classes and education authorities are urged to introduce the new course in their areas and to do all they can by publicity and other means to make the scheme a success.

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## Schools National Savings Week

Following the success of a special Schools Recruitment Week last Autumn, to increase the membership of savings groups in schools throughout the country, the National Savings Committee is asking schools to concentrate on a similar week this Coronation year, from September 28th to October 3rd, or any other convenient date during the Autumn term.

As a result of the last Recruitment Week the percentage of children on the School Roll in England and Wales who are members of Schools Savings Groups rose to 35 per cent. and the total membership is now about 2,170,000.

The National Savings Committee has always been concerned that children in home and school should learn the value and management of money; and it recognizes how deep a debt of gratitude is owed to the many teachers and education authorities who have provided through the medium of school savings groups the practical means of making this idea an integral part of education for life and citizenship.

Messages supporting the Schools Recruitment Week for National Savings are being sent by Mr. Oliver Barnett, President of the N.U.T.; Mr. M. T. Evans, Chairman of the Incorporated Association of Assistant Masters in Secondary Schools; Mr. C. L. Bott, President of the Association of Teachers in Technical Institutions; and Dame Myra Curtis, Principal of Newnham College, Cambridge. The Association of Education Committees is also supporting this saving effort.

Special posters and other publicity material, including a series of lessons on "Money Matters," is being issued by the National Savings Committee for the Schools' Recruitment Week.

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## Musical Education

### Two Important International Meetings

The problems of musical education, which are in many respects the problems of music itself, were considered by music teachers from all over the world at two important international meetings this Summer.

The first of these gatherings was the International Conference on the Role and Place of Music in the Education of Youth and Adults, which took place under the auspices of Unesco and the International Music Council at Brussels, from 29th June to 9th July, when more than 300 participants representing thirty-nine countries made a thorough study of all the aspects of music teaching in kindergartens, primary and secondary schools, adult courses, etc. They also considered the training of teaching staffs and the various aspects of the social role of music.

The participants in the conference decided to create an "International Society for Music Education" and elected a committee of officers under the chairmanship of Mr. Arnold Walter, a Canadian teacher and musician. At the same time, the representatives of Asian countries who were present at the conference, recognizing that their problems in this field are different from those of countries of Western culture, set up a permanent regional group.

The second of the meetings was the International Congress for Professional Education of Musicians, organized by the Austrian authorities under the same auspices at Bad Aussee and Salzburg from 15th to 25th July. The discussions were primarily on aspects of pedagogy. The directors of schools or conservatories, who participated, considered various steps to be taken in connection with the exchange of pupils and teachers, the foundation of secondary schools for future professional musicians and the establishment of an international competition for conservatory graduates.

## Northern Ireland Minister of Education Visits London Schools

During a three-days' visit to London early this month, the Northern Ireland Minister of Education (Mr. H. C. Midgley) paid visits to Orchard Primary School, Petersham, Roehampton Primary School, and a school at Wokingham (Berkshire). He also saw two modern Secondary Schools. The visits were designed to keep him abreast of school building and other education developments in England.

Mr. Midgley for the first time met Miss Florence Horsbrugh, the British Minister of Education, who hopes shortly to visit Northern Ireland and to see new schools there.

## 32-Storey University

Moscow's 32-storey university building, the highest building in the capital, was opened on September 1st, and 13,000 students began work. Western diplomats and correspondents were among those taken for a tour of the building, which has 5,754 rooms and nearly 26 miles of corridors.

The university, which was opened by Mr. Ponomarenko, Minister of Culture, is devoted entirely to physics, chemistry, mechanical mathematics, geology, and geography; other faculties remain in the old university buildings in other parts of the city. There are living quarters for 6,000 students and a theatre.

The building is laid out on elaborate lines with marble halls, and mosaics of famous scientists.

Owing to the shortage of trained teachers the Minister for Education of the Irish Republic has decided to raise the retiring age for teachers in primary schools from 65 to 66.



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## FILM STRIP REVIEWS

### COMMON GROUND, LIMITED

**C.G.A. 415—Life in Summer.**—The third strip in the Primary Biology series dealing with the seasons, equally interesting and again with excellent photographs from many well known sources. Some of the pictures are equally typical of spring, but these serve to emphasize the fact that the transition between spring and summer is not clearly defined; in some cases growth is more pronounced or activities speeded up. Ten frames depict plant life and the remaining twenty deal with animals, birds and insects. The photograph of a dragon fly at rest is obviously from a living specimen; this is gratifying as we have seen too many faked photographs from dead or "doped" specimens. But we do like to hope that in such an excellent series we may find the text as reliable as the pictures. However condensed the notes, let them be accurate. We are led to believe that all female dragon flies lay their eggs by dropping them into the water, but this is only true of roughly a quarter of the species—the remainder carefully place their eggs in slits made in vegetation or deposit them in mud, peat or moss. Again the nymphal stage in some species is two years. For this reason we would include "The Dragonflies of the British Isles," C. Longfield, 1949 (Warne) in the list of books for further reading.

**C.G.A. 510—Rugby Football.**—Another in the Physical Education series which should prove a valuable aid to the understanding of the game. A study of the action photographs in conjunction with the text should assist greatly in memorizing the fundamentals. The strip is concerned with the development of basic skills, group formations and orthodox positioning. Sections deal with passing the ball, running with the ball, tackling, kicking and fielding, scrumming (12 frames), line-out play and positions of players. 48 frames.

### EDUCATIONAL PRODUCTIONS, LIMITED

**No. 5052—Tudor London, Part 1.**—Concerning London under the Tudor Kings, with notes and drawings by Geoffrey Heney. The drawings are splendid and the author is to be congratulated on the high standard maintained throughout—the result of many hours patient work and study by one who obviously loves both his subject and his art. As in the previous excellent strips on Plantagenet and Lancastrian London we find children have a prominent place in many of the pictures. The text is as pleasantly readable as the pictures are a delight to the eye. 37 frames.

**No. 5047—Maurits Museum.**—The museum in which paintings by old Dutch and Flemish masters are exhibited, but only three pictures are given of the museum itself. The other 53 frames are photographs of paintings by Flemish and Dutch artists and as such this strip should be very useful to students, for examples of the work of thirty-one artists are given here. A strip which must certainly find a place beside the others in the series dealing with other famous galleries—the Tate, National and Victoria and Albert Museum.

**No. 5036—The Zande Tribe.**—Intended for the Junior Geography course, this strip is of rather more specialized character than the normal titles, dealing with an experiment in social development in connection with the life of a Central African Tribe. The author spent several months with the tribe to make his research authentic. The strip shows the life and customs of a typical African tribe and

illustrates the progress made in ten years with the coming of the Zande Development Scheme—to make this tribe as far as possible self-supporting in view of the difficulties of transport and other contact with the outside world. Introductory frames include maps of the area, 21 depict the life and environment of the Zande people and 19 outline the scheme with particular reference to cotton manufacture.

**No. 5042—Prayer Book Worship.**—This comprehensive and interesting strip supplements No. 4891—History of the Prayer Book, and can conveniently be used with it. The purpose is to illustrate Church worship in the light of the principles of the Book of Common Prayer. Two main sections show respectively the evolution of Common Prayer and the Eucharist from early times to the liturgical movement of to-day. The varied and interesting photographs and illustrations have been drawn from twenty sources. 46 frames.

### UNICORN HEAD VISUAL AIDS, LIMITED

**U.55—The Nursing Couple.**—Produced with the co-operation of the Medical Director for the Central Council for Health Education, this strip is intended for girls of fourteen plus and adults. The aim is to illustrate normal breast feeding at the end of the first month and to imply that it is a pleasurable and profitable experience for mother and child. For this reason the strip is essentially of a practical nature and the colour photographs show to advantage. The strip deals with the preparation of the baby and the mother, breast feeding and contented after play. A very useful strip for talks and discussion. 20 frames.

**U.54—For Babies Born Too Soon.**

**U.56—The Fight Against Tuberculosis.**

**U.57—Malaria.**

**U.58—Penicillin—A Weapon Against Disease.**

The above strips are produced in co-operation with the World Health Organization—a specialized Agency of the United Nations—set up in 1946 to help health services the world over. The text is given in both English and French in separate halves of each booklet.

**U.54** follows a typical case of a Parisian mother whose baby was delivered prematurely. The photographs deal with the care of the child from the moment of its collection in a portable incubator by a nurse from the Ecole de Puériculture, Paris. Subsequent shots show the procedure at the centre itself, until the baby is sufficiently well nourished to receive visits from the respective parents. 46 frames.

**U.56** shows pictures of some of the conditions favourable to the spread of tuberculosis, but the major portion of the strip concerns the anti-T.B. centre at Istanbul. Photographs show detection and prevention and treatment at the centre, the co-operation of the social services and training and demonstration. 50 frames.

**U.57** will be useful in connection with insects and disease, for the part played by the mosquito is very well dealt with. Maps of the malarious areas include the control areas. The area chosen for the campaign against malaria is the rice farming district of Serapee, where half the population were suffering from the disease. 51 frames.

**U.58** has 14 frames concerning the discovery, culture and manufacture of penicillin. The remainder of the strip deals with the uses of penicillin in the treatment of syphilis and allied world diseases. Particular attention is given to the "endemic" form of the disease as prevalent in Yugoslavia. 45 frames.

**Mr. Geoffrey Wilson Cutts** has been appointed Education Officer to Widnes Education Committee.

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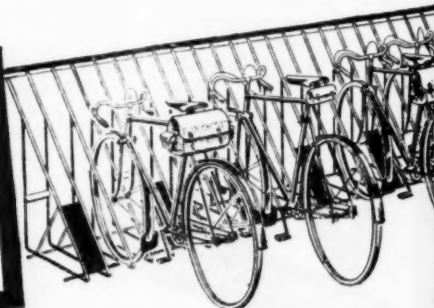
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## BOOK NOTES

**Can We Measure Ability?** By A. F. Watts, M.A., D.Lit. (University of London Press, 3s. net.)

At last, something really sensible about intelligence tests. Having endured much over-informed and under-informed discussion in the public press and elsewhere, the teaching profession—not to say the general public—has become a little tired as well as sceptical. They might have been amused by it all too, if human lives with which they were deeply concerned had not been involved. And now someone who knows what he is talking about and yet has no theoretical axes of his own to grind, has invited a teacher and a parent into his study (carefully, be it noted, shutting the door first before an administrator could slip in to "organize" things for him), and has told them simply and clearly what intelligence tests are, how they are constructed, what they can—and cannot—do, and what their future usefulness is likely to be. They have asked him questions—nasty, awkward questions about coaching, about tests given on children's "off" days, late developers, and the place of school records; and he has answered them modestly, honestly, and with no smoke-screen of equivocal technicalities. His insistence on the more important rôle which teachers should play in the selection process, and his call for a higher status for the profession are of particular value. He faces squarely the danger of subjectivity in teachers' estimates and proposes a simple but ingenious scheme for overcoming this. Altogether a remarkable little book, likely to have a very considerable influence in shaping future policy.—C.

**Quakers and Education,** by W. A. Campbell Stewart. (Epworth Press, 30s. net.)

One of the often extolled features of the English educational system has been the tolerance, if not in these present days of levelling down, the positive encouragement of diversity within a loose general framework. The positive gain from this is that each section, class or shade of opinion in the community has been free, if it was prepared to put up the necessary funds from voluntary sources, to make its peculiar contribution to the common stock of experience. It is natural that so distinctive a body as the Society of Friends, with their insistence that religion is not a matter of form and dogma, but a way of life, should have early turned their attention to providing schools where their children could enjoy a "guarded" education. The contribution made by their schools, especially with co-educational boarding-schools, has long been recognized in a general way. It is useful to have that contribution clearly and fully stated. This study of the Quaker schools in England, from the early beginnings in the eighteenth century to the present, shows the efforts of an enlightened and conscientious minority to hammer out a system which would give to their children the best opportunities to develop freely that spark of good, that "inner light" that is in every man, and yet at the same time fit and train them for adult life in a complex civilized society. School

organization and government, curriculum, discipline, the special problems of a co-educational establishment, were all met and more or less successfully solved empirically in the traditional Quaker fashion. The picture that emerges is a most interesting one. The writer makes no pretence to original research; what he has attempted is a survey of the application of Quaker principles in education and an assessment of the value of the resulting product. It is a story of adaptation, of experiment, of modification, but through all the two centuries of growth runs the same guiding thread that education must be understood and practised in its true sense, the bringing out of the best that is in the child. It is interesting to note that co-education was originally adopted not through any conviction of its educational value, nor from any progressive desire for experiment (an attitude quite alien to the Quaker outlook), but as an economy measure. It is only of recent years that its possibilities as a more realistic training for life have been realized and exploited.

From the teacher's standpoint, life in a Quaker school is not easy. The discipline, standing midway between the firmly established "machine" of the normal English boarding-school and the excessive freedom of the "progressive" schools, makes considerable demands on the staff; teaching here is a vocation and a whole-time job. The chapter on punishments in school, with the outline of a complete disciplinary system added in an appendix, form a valuable contribution to this much discussed topic of school discipline. The whole book is readable, unbiased and carefully documented; it is well designed to become the standard work on the subject.—C.

**Beginning Algebra for College Students** (2nd Edition), by Lloyd L. Lowenstein, Ph.D. (Chapman and Hall, 20s. net.)

This introduction to algebra was written for those American students proceeding from high school to college who have no algebra. Assuming acquaintance with arithmetic and the theory of number, it links algebra to this in a more mature and, of course, much more rapid manner than is found in books intended for those beginning the subject at an earlier age. The author, who has had many years' varied experience of teaching mathematics to students at this level, has no use for the mechanical application of mere memorized rules of thumb: each process must be understood so that in any given situation the student knows both what to do and why he does it. The ground covered is that usually required for the Ordinary level of our General Certificate of Education, but because of its insistence on underlying principles, it might be used successfully in this country with post-General Certificate students (e.g., in engineering) whose basic mathematics requires some strengthening. There are plenty of carefully graded exercises (with answers) and there is a novel appendix answering some of the questions requiring thought which have been raised in the text.—C.

**The Importance of Illiteracy,** by M. M. Lewis, M.A., Ph.D. (Harrap, 7s. 6d. net.)

There is a very considerable uneasiness in the country about the degree of illiteracy—the second reading given to

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the spelling reformers' *jeu d'esprit* in the Commons is sufficient evidence of this. But as Dr. Lewis truly remarks, discussion in this matter is unlimited but facts are few. The interesting study he here presents, which might have been called "The Truth About Illiteracy," is primarily a search for facts. Having cleared the air a little as to terms, he goes on to examine the incidence of illiteracy among children of school age—what are its causes, real and alleged, and is it in fact on the increase? He shows that many of the arguments and accusations put forward in criticism of the schools might be paralleled at any time over the past eighty years. It is not, he thinks, that illiteracy is on the increase, but that our constantly rising standards are tending to leave more people below the correspondingly rising norm. A valuable part of this section of the book is the level-headed treatment of such supposed encouragements to illiteracy as the cinema, radio, television, "comics," and the much-maligned activity cult in the schools.

In discussing the supposed increase of illiteracy among adults, Dr. Lewis finds the same absence of concrete facts in support of the contention. Next follows an examination of the resistance to literacy, the factors which hold the adult illiterate back from mastering the "two R's" and how this resistance may be overcome. In three thoughtful and thought-provoking chapters under the heading "The Burden of Illiteracy," the author considers the disadvantages to the individual and to society of this handicap, and in a final chapter he suggests some lines that action might take. One would like to draw particular attention to his salutary warning against the assumption that sub-literacy is invariably a mark of sub-normal general intelligence—with a consequent absolution for the teacher from further effort. As he points out, most of the tests by which intelligence is measured are verbal or symbolic tests, demanding just that faculty in which the subliterate is deficient.

It is to be feared that this reasoned statement of the problem will be too reasonable for enthusiasts in either of the opposing camps, but for those who want to get at such facts as there are in order to arrive at an informed opinion, Dr. Lewis' book can be heartily recommended. It is to be hoped that at least one copy will find its way into the Library of the House of Commons.—C.

\* \* \*

**Healthy People**, by Cyril Bibby. (Macmillan, 6s. net.)

There is much argument as to whether standards of attainment and intelligence among children are rising or falling, but there can be no doubt that in the matter of physical health and wellbeing the present generation is far and away in advance of their predecessors of fifty years ago. This is partly due to a generally higher standard of living and partly the result of school milk and meals. But some credit must be given to the direct teaching of hygiene. The art of healthy living does not come by the light of nature; it must be inculcated and acquired. Something much more regular and comprehensive is called for than an occasional injunction to clean teeth and a perfunctory inspection of hands before school meals. Despite an overcrowded curriculum, most junior schools find time in the final two years before the eleven plus break for a more or less thorough course in personal hygiene. For this purpose Cyril Bibby's latest sensible and practical class-book should be most useful. It covers not only the daily life of the individual child but also the elements of healthy living in the home, the school and in the community at large. Great care is taken to develop the attitude that health brings happiness and a sense of wellbeing. The approach throughout is positive rather than prohibitory. The "story" element, bringing in convincingly real people, adds to the interest, and there are plenty of exercises, "things to do" and other devices for impressing essentials on the memory.—C.

**Our Wonderful World.** Book 4, Part 1, by Marjorie E. Kirtley. (Warne, 4s. 6d. net.)

A survey of some of the principal countries of Europe and Asia. The field covered is too wide for more than a cursory treatment, but the book is packed with interesting facts about the history, physical geography, peoples and customs of the countries selected. There are helpful suggestions for "things to do" at the end of each chapter.—C.

\* \* \*

**Exercises in English for Sixth Forms**, by E. M. Stephen, M.A. (University of London Press, 3s. 6d. net.)

This is a sound, if somewhat unadventurous collection of passages for interpretation, paraphrase, modernization and criticism, with a few miscellaneous exercises on vocabulary added. If the compiler's taste runs to the heavier type of historical and literary commentary (with a marked preference for authors hailing from North of the Border) the collection is perhaps none the worse for this in a day when too many concessions are being made to those who are afraid of having to think. The questions added to each passage are sensible though not searching. A brief note might have been appended giving the origin and date of each extract—not even the author's names are given with the passages for criticism, although the intention here may be to avoid biasing the pupil's judgment.—C.

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### For Serious Listeners

"Listen and Learn," an eight-page BBC pamphlet, has just been published. It contains illustrated articles on some of the special autumn series, and includes a classified guide to the serious talks, discussions and other programmes to be broadcast between now and Christmas.

A quarter-of-a-million copies of the pamphlet are being distributed to all public library authorities in Great Britain, and to many evening institutes, educational organizations and class tutors, for free distribution to interested listeners.

### Television and Education

Television, like radio, is most effective as a supplementary tool in the hands of the most gifted teacher; its integration with classroom instruction requires considerable resourcefulness and skill. The poor teacher is likely to botch the job, and in his or her hands, despite its superficial attractiveness, television is likely to prove a distracting influence rather than an aid to teaching. This is an elementary fact, relevant to the use of all audio-visual aids, which many school supervisors and administrators appear to have overlooked.—PROFESSOR C. A. SIEPMANN, in *Television and Education in the United States*.

What will be known as the Duke of Edinburgh's Conference on the Responsibility of Industry in the Commonwealth is to be held in London in about 18 months' time. Delegates will be selected from young men and women from Britain and the Commonwealth who hold, or are destined for, positions of responsibility in industry and commerce.

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## MISCELLANY

The speaker at the Annual Meeting of the Union of Lancashire and Cheshire Institutes on October 2nd will be the Honorable H. Lincoln Gordon, Minister for Economic Affairs, American Embassy, and Chief of the Foreign Operations Administration Mission to the United Kingdom, and the title of his address is "Education and Productivity." He is a former Rhodes scholar and a graduate of Harvard and of Oxford. Before secondment to his present post he was Professor of Government and Administration in the Graduate School of Business Administration at Harvard.

The B.B.C. has sold Great Oaks, Goring Heath, Oxon, a hostel for foreign broadcasting employees in the district, to the Community of St. Mary the Virgin, Wantage. It is to be opened, this month, as a preparatory school for sixty pupils from the Community's main school at Wantage.

The eighth report of the Nuffield Foundation, just published, deals with the year 1952-53, the fourth of the foundation's second five-year programme. The grants allocated totalled £713,696, the largest sum in any of the foundation's annual allocations, and the support given ranged widely throughout the Commonwealth for biology and sociology.

The Norwegian Ministry of Education is appealing to retired teachers to go back to school to relieve the serious shortage of staff. The enrolments for the new school year is a record and many more teachers are required. Dr. B. Ribskog, the chairman of the Council of Teachers' training colleges, says there is no lack of young men and women wishing to train, but the colleges cannot accommodate all who have applied for entry.

The Minister of Education has now made an Order, in accordance with Section 89 of the Education Act of 1944, which brings into operation as from September 1st, the amended "London Area." The amendments covered by the Order provide for an extension of the "London Area," within which an addition to salary is payable to teachers, to cover the City of London and the Metropolitan Police District. The Order applies to full-time teachers in primary and secondary schools and in establishments for further education within the specified area.

At the invitation of the United Steel Companies, Limited, thirty-five boys from sixteen schools are to spend a week in Sheffield as the guests of the Company in order to take part in a short course on iron and steel making. The aim of the course is to give an insight into the manufacture of iron and steel and the manipulation of steel, the manufacturing uses of high quality steels, some characteristic problems in research, and the opportunities available for careers with a large steel company. The Company hopes that this course will benefit those who attend and will assist them in deciding the sort of career they would like to follow when the time comes for the boys to make their choice.

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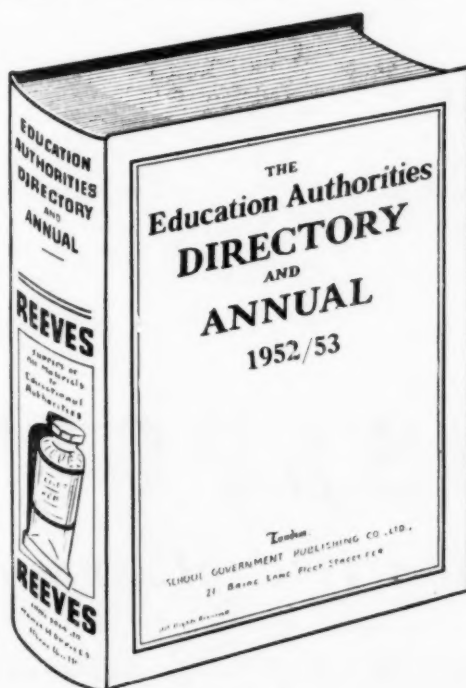


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